DOCUMENT RESUME

ED 473 876 JC 030 145

AUTHOR	Willett, Terrence
TITLE	Gavilan College Campus Diversity Climate Survey, 2002.
INSTITUTION	Gavilan Coll., Gilroy, CA.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	2002-12-00
NOTE	39p.
AVAILABLE FROM	For full text: http://www.gavilan.edu/research/reports/cc02.pdf.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Ancillary School Services; Attitudes; *College Environment; Community Colleges; Diversity (Institutional); *Educational Environment; *Organizational Climate; Outcomes of Education; *Student Attitudes; Student Reaction; *Two Year College Students; Two Year Colleges
IDENTIFIERS	*Gavilan College CA

ABSTRACT

In the spring of 2002, Gavilan Community College (California) participated in the Campus Diversity Climate Survey project, funded by the California Community College State Chancellor's Office Funds for Student Success. The survey became part of the periodic assessment of student attitudes toward the campus climate at Gavilan. This climate includes instructional and student support services, facilities, and tolerance and diversity. The study consisted of two parts: a focus group interview and an objective survey. Seven other colleges participated in the project. Ten class sections with a combined enrollment of 358 students were selected for the survey; 213 students responded. The survey included 53 specific statements to which respondents indicated their level of agreement and their assessment of the statement's importance. Almost all students reported a positive self-assessment of their own success, and older women in particular cited the most positive views of the college. There appeared to be no differences in perceptions of equal treatment and opportunity by ethnicity. However, it appeared that evening students, men, and older students could benefit the most from outreach efforts, as they seemed to feel the least attached to the campus community. The research instrument is appended. (Contains 17 tables.) (NB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 876

GAVILAN COLLEGE

Campus Diversity Climate Survey 2002

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

T. Willett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Terrence Willett

Director of Research

December 2002

CS030145

printed on 100% post-consumer waste recycled paper

BEST COPY AVAILABLE

Table of Contents

Highlights 3

Introduction 3

Methods 3

Objective Survey 4

Focus Group 4

Data Entry and Analysis 4

Results with Discussion 5

Respondent Characteristics 5

Day/Evening 9

Objective Survey Responses 15

Box 1. Focus on ASB 22

Focus Group 24

Recommendations 27

Climate Strengths 27

Climate Weaknesses 27

Survey Improvement 28

List of Tables

Table 1. Ethnicity of respondents and students enrolled in surveyed classes. 5

Table 2. Gender of respondents and students enrolled in surveyed classes. 6

Table 3. Age of respondents and students enrolled in surveyed classes 7

Table 4. Physical disability status of respondents. 8

Table 5. Time of enrollment of respondents 9

Table 6. Class load of respondents 10

Table 7. Number of semesters at Gavilan claimed by respondents. 11

Table 8. Educational goal of respondents. 12

Table 9. Self-perception of success by respondents. 13

Table 10. Family income reported by respondents 14

Table 11. Household size of respondents. 15

Table 12. Responses to "To me, the term "diversity" includes: (Choose One)" 16

Table 13. Responses to "To me, the words "cultural diversity" apply primarily to: (Choose One)" ..17

Table 14. Responses to "At the college, the general "campus climate" is one of respect for differences in: (Select All That Apply)" 18

Table 16. 5 highest and lowest agreements and importances 20

Table 17. Averages and ranks of responses for each statement 29

Table 18. Percentage of responses for each statement 32

Campus Diversity Climate Survey 2002 -

Highlights

- There is a general perception of respect and equality of opportunity
- Almost all report a positive self-assessment of their success
- Female respondents have the most positive view of the college
- College personnel are important influences on the campus climate
- Improvements are needed in:
    - Involvement of men and older students in campus activities
    - Signage and lighting
    - Scholarship information
    - College response to hate crimes

Introduction

In the Spring of 2002, Gavilan Community College participated in the Campus Diversity Climate Survey project funded by the California Community College State Chancellor's Office Funds for Student Success. The survey became part of the periodic assessment of student attitudes towards the campus climate at Gavilan.College. This climate includes perceptions of the quality of instructional and student support services, adequacy of facilities, and tolerance and acceptance of differences by students and staff. Results of this survey will be used to inform college personnel of areas that may need attention.

Methods

Seven other colleges participated in the project including Shasta College, Feather River College, Porterville College, City College of San Francisco, Lassen College, Los Angeles City College, and American River College. This report includes only data from Gavilan Community College but a full report including data from all these colleges was produced under the title "Campus Diversity Climate Survey Project: A Research Project By Shasta College And Feather River College" available at http://www2.shastacollege.edu/research/datapub.htm. The survey consisted of two parts: an objective survey and a focus group interview.

Objective Survey

In order to be in the survey pool, a class had to be a full term course of at least 3 units with an enrollment of at least 40 students during the Spring 2002 semester. By making these restrictions, selected courses would meet often enough so that the survey would not unduly disrupt instruction and have an enrollment high enough to maximize the gain from each sampling effort so that the number of sections disrupted could be minimized. Stratified random sampling identified 10 classes to participate in the survey. Stratification ensured that the respondents would be proportionately representative by gender, ethnicity, age, class location (main campus versus remote sites), day versus evening students, and English versus Spanish speakers. These stratification efforts were intended to help offset biases that the survey pool restrictions may have introduced. The 10 selected sections had a combined enrollment of 358 students. Survey returns resulted in 213 usable surveys. If this survey was a simple random sample, the error rate would be ±7%. However, this is probably an overestimate as the sample was a cluster sample (Kish 1965). Unfortunately, the survey form did not collect information on which class the student was in so the appropriate error statistic cannot be computed. A research team at Shasta College designed the survey as detailed in their report. Although, the original survey was only in English, a Gavilan College instructor translated the survey into Spanish so that the population of Spanish speakers could be represented.

Focus Group

In February 2002, a group of students was recruited by a counselor on behalf of the Research Office and interviewed to support the Campus Climate Survey effort. About 15 students participated with some who were members of the Associated Student Body group. The researcher taped the interview. While students were not asked to provide demographic information, a few demographic descriptions could be estimated. There appeared to be mostly Latinos and Whites with one Asian student, both men and women, and at least one student who appeared over the median age. No student had an obvious disability related to movement, vision, hearing, or speech. All students appeared to be fluent in English. Many other relevant factors are unknown such as family income and education level, sexual orientation, location of primary residence, and so on. As this group was voluntary and not randomly selected, it may not have included all possible student constituencies.

Data Entry and Analysis

Shasta College research staff entered and screened the survey data used in this analysis. Gavilan College data were extracted from the Santa Rosa J.0 system using BrioQuery 6.6. Data were analyzed using SPSS 10.1.5, Clementine 7, and AnswerTree 2.0. Analyses included contingency table analyses with Chi-square and likelihood ratio statistics, ANOVA, factor analysis, and classification and regression trees where appropriate.

Results with Discussion

Respondent Characteristics

The survey asked respondents about several personal characteristics some of which the college routinely collects on its application form, such as ethnicity, gender, and age, and some of which are unique to this survey, such as income and household size. Some of the routinely collected characteristics can be compared between the college data and the survey while some of the survey questions differed enough from the college application form to make comparisons infeasible.

Ethnicity ratios were as expected with mostly Latino and White, non-Hispanic students (Table 1). Unfortunately, the size of the survey effort and the relatively high number of non-responses made it difficult to adequately assess some of the less frequently occurring ethnicities.

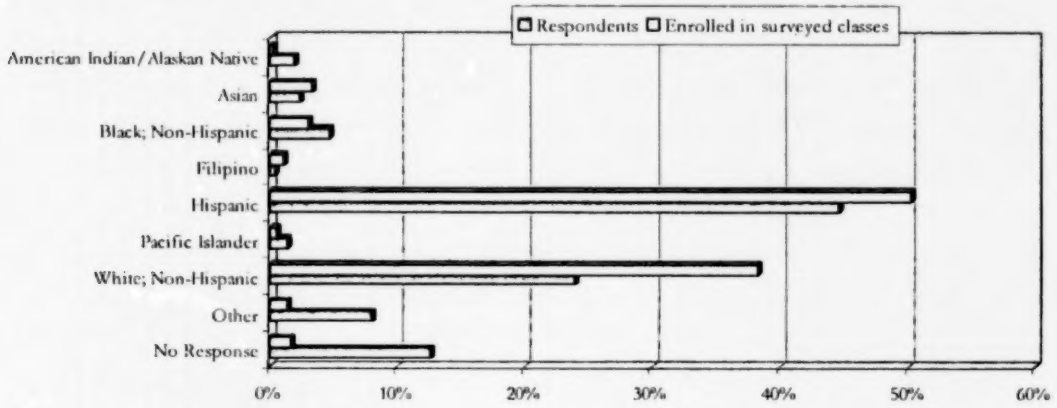


Table 1. Ethnicity of respondents and students enrolled in surveyed classes.

	Respondents		Enrolled in surveyed classes	
Ethnicity	**Count**	**Percent**	**Count**	**Percent**
American Indian/Alaskan Native	4	2%	1	0%
Asian	5	2%	12	3%
African-American; Non-Hispanic	10	5%	11	3%
Filipino	1	0%	4	1%
Latino	95	45%	180	50%
Pacific Islander	3	1%	2	1%
White; Non-Hispanic	51	24%	137	38%
Other	17	8%	5	1%
No Response	27	13%	6	2%
Total	213	100%	358	100%

BEST COPY AVAILABLE

Gender reflected the on campus ratio with more females than males taking into account a large number of non-responses (Table 2).

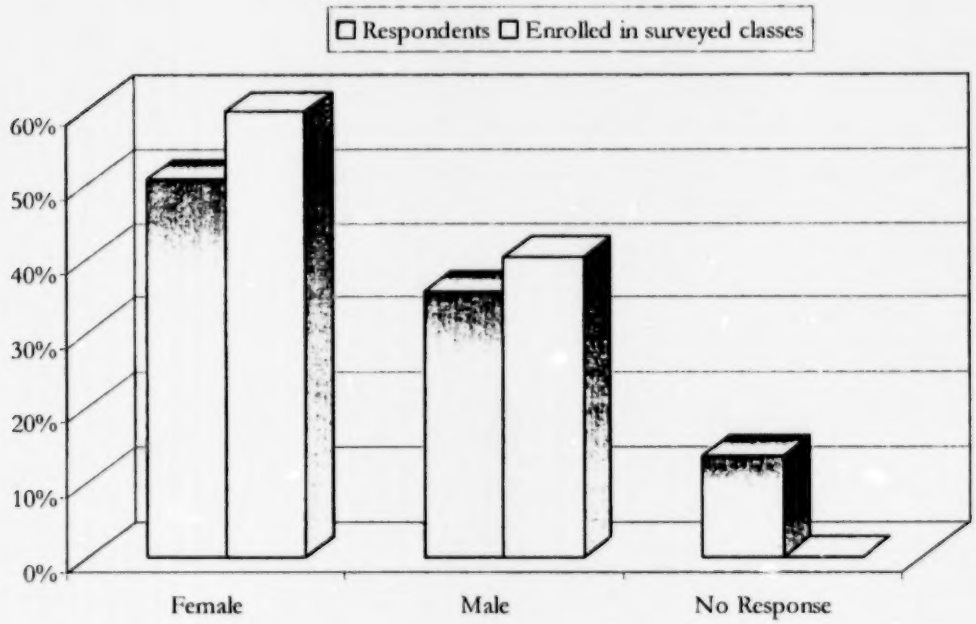


Table 2. Gender of respondents and students enrolled in surveyed classes.

	Respondents		Enrolled in surveyed classes	
Gender	**Count**	**Percent**	**Count**	**Percent**
F	108	51%	214	60%
M	76	36%	144	40%
No Response	29	14%		0%
Total	213	100%	358	100%

BEST COPY AVAILABLE

Most students were between 18 and 24 years old with again a large number of non-responses perhaps from the 18 to 20 year old group (Table 3).

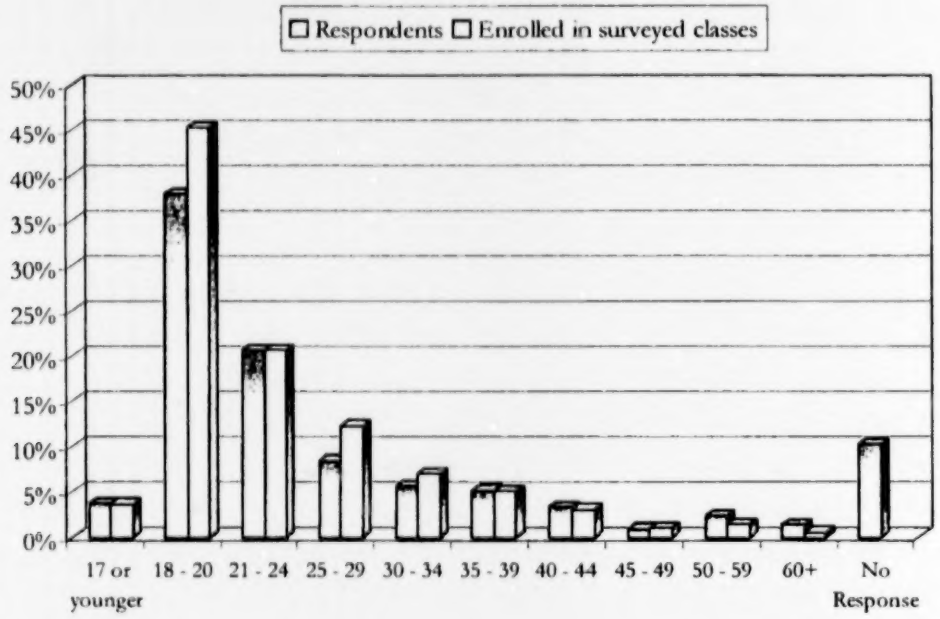
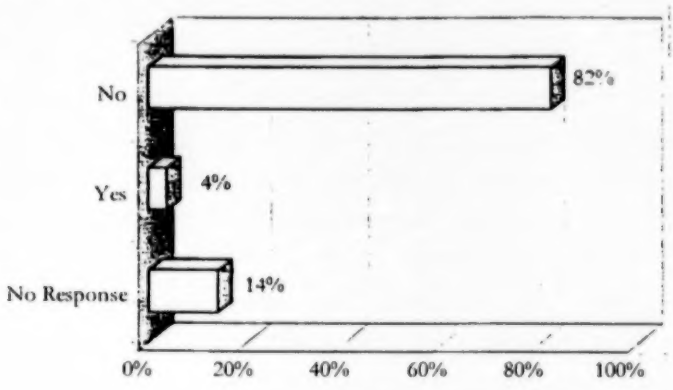


Table 3. Age of respondents and students enrolled in surveyed classes.

	Respondents		Enrolled in surveyed classes	
My age group is:	**Count**	**Percent**	**Count**	**Percent**
17 or younger	8	4%	13	4%
18 - 20	81	38%	162	45%
21 - 24	44	21%	74	21%
25 - 29	18	8%	44	12%
30 - 34	12	6%	25	7%
35 - 39	11	5%	18	5%
40 - 44	7	3%	11	3%
45 - 49	2	1%	4	1%
50 - 59	5	2%	5	1%
60+	3	1%	2	1%
No Response	22	10%		
Total	213	100%	358	100%

BEST COPY AVAILABLE

Only a few indicated they had a *physical* disability (Table 4). The wording of the question might not have captured those with learning or other non-physical disabilities.



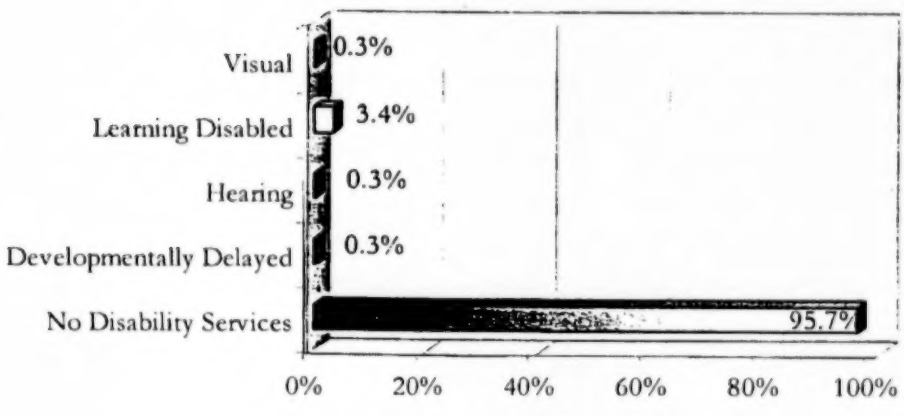


Table 4. Physical disability status of respondents.

Physical Disability?	Responses	Percent	Percent excluding no response
No	175	82%	96%
Yes	8	4%	4%
No Response	30	14%	na
Total	213	100%	

10 BEST COPY AVAILABLE

The majority of respondents claimed enrollment in at least one day section (Table 5) and four-fifths stated they were enrolled in more than 6 units (Table 6). Over half of respondents claimed to have been at Gavilan for a year or less (Table 7). Over half indicated a desire to transfer and over a third wanted a degree or certificate (Table 8).

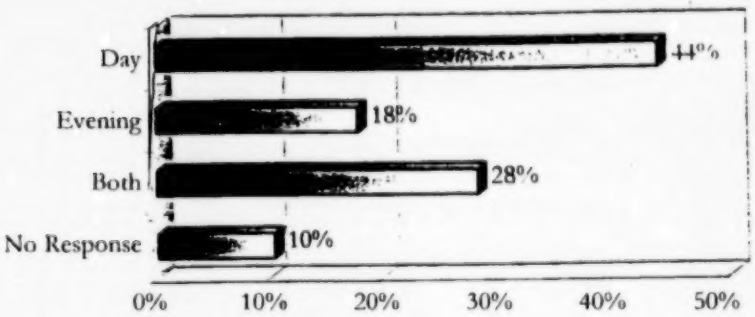


Table 5. Time of enrollment of respondents.

Day/Evening Enrollment Status	Responses	Percent	Percent excluding no response
Day	93	44%	49%
Evening	38	18%	20%
Both	60	28%	31%
No Response	22	10%	na
Total	213	100%	

BEST COPY AVAILABLE

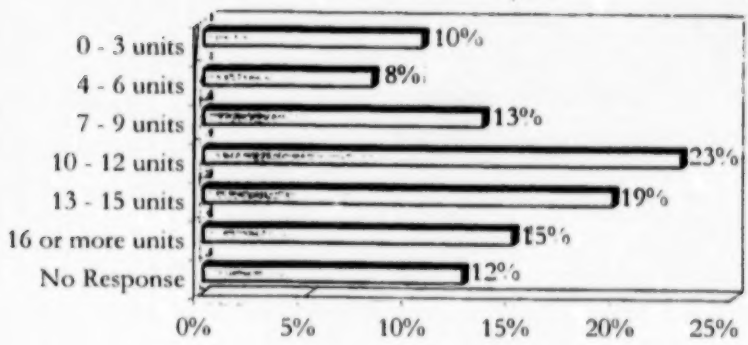


Table 6. Class load of respondents.

Current class load:	Responses	Percent	Percent excluding no response
0 - 3 units	22	10%	12%
4 - 6 units	17	8%	9%
7 - 9 units	28	13%	15%
10 - 12 units	48	23%	26%
13 - 15 units	41	19%	22%
16 or more units	31	15%	17%
No Response	26	12%	na
Total	213	100%	

BEST COPY AVAILABLE

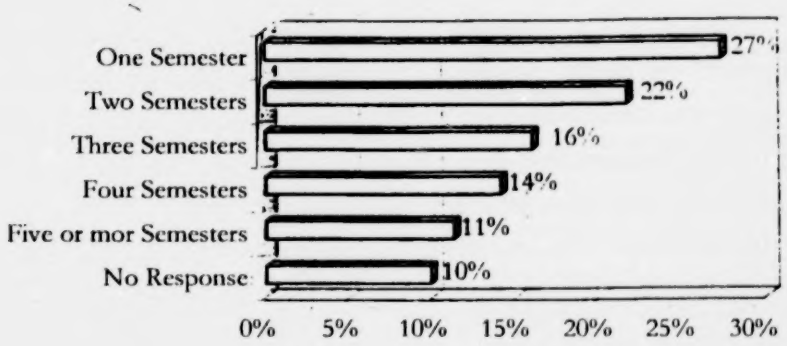


Table 7. Number of semesters at Gavilan claimed by respondents.

How many semesters have you attended this college, including this semester?	Responses	Percent	Percent excluding no response
One Semester	58	27%	30%
Two Semesters	46	22%	24%
Three Semesters	34	16%	18%
Four Semesters	30	14%	16%
Five or more Semesters	24	11%	13%
No Response	21	10%	na
Total	213	100%	

BEST COPY AVAILABLE

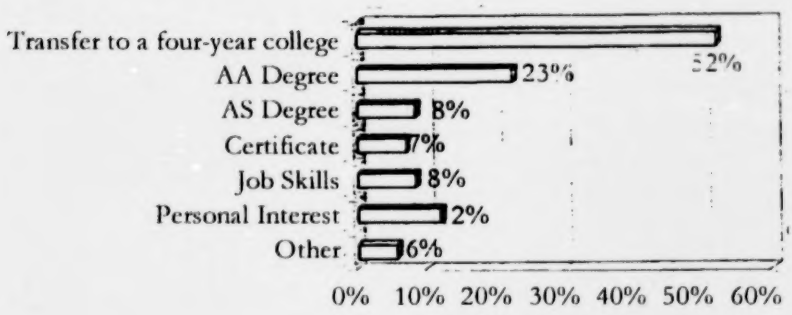


Table 8. Educational goal of respondents.

Educational Goal: (Mark any that apply)	Responses	Percent
Transfer to a four-year college	111	52%
AA Degree	48	23%
AS Degree	18	8%
Certificate	15	7%
Job Skills	18	8%
Personal Interest	26	12%
Other	12	6%
Total	248	100%

BEST COPY AVAILABLE

Very few students felt they were not successful in their classes (Table 9). While this self-assessment does not necessarily indicate their actual grades, it does suggest a pervasive positive academic self-image.

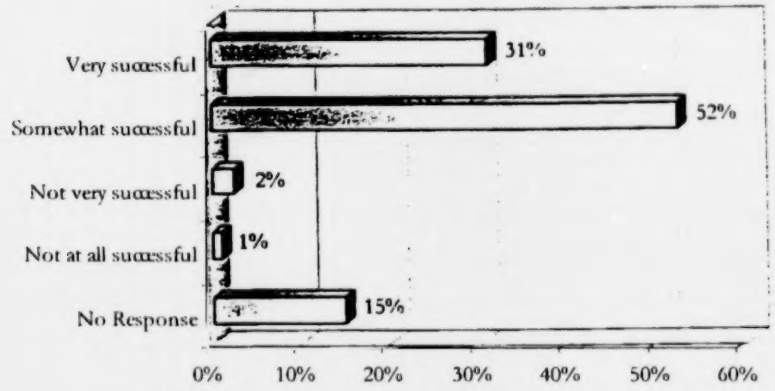


Table 9. Self-perception of success by respondents.

In your classes, are you:	Responses	Percent	Percent excluding no response
Very successful	65	31%	36%
Somewhat successful	110	52%	60%
Not very successful	5	2%	3%
Not at all successful	2	1%	1%
No Response	31	15%	na
Total	213	100%	

BEST COPY AVAILABLE

About one-fifth of respondents did not answer the question about income (Table 10). Of those who did respond, the median income was $30,000 per year. Census Bureau data shows the median income was $47,262 for California in 2001 and in 2000 the median income was $62,135 for Gilroy, $56,104 for Hollister, and $81,958 for Morgan Hill. This means that it is likely that on average students earn less than half the median income of all residents.

Reported income differed greatly by ethnicity with a median of $27,500 for Latinos and $60,000 or more for White, non-Hispanics. This finding has some consistency with Census data that shows the national median income in 2001 was $33,565 for Hispanics and $46,305 for White, non-Hispanics. However, the magnitude of the difference among survey respondents is unexpected and perhaps exaggerated as 20% of White, non-Hispanic respondents provided no income data and 10% of all respondents did not provide either income or ethnicity information.

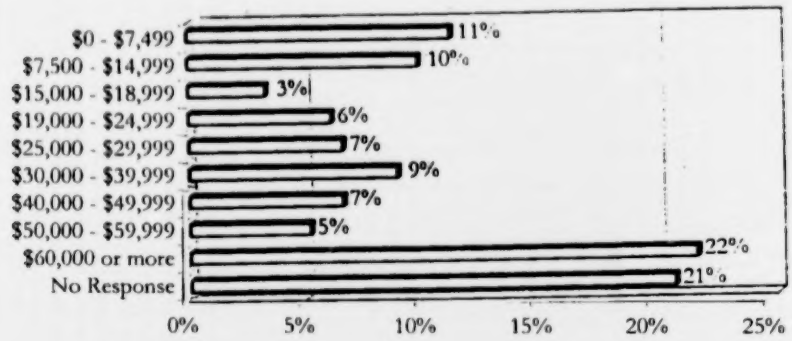


Table 10. Family income reported by respondents.

What was your total family income last year, not including loans, grants or scholarships?	Responses	Percent	Percent excluding no response
$0 - $7,499	24	11%	14%
$7,500 - $14,999	21	10%	12%
$15,000 - $18,999	7	3%	4%
$19,000 - $24,999	13	6%	8%
$25,000 - $29,999	14	7%	8%
$30,000 - $39,999	19	9%	11%
$40,000 - $49,999	14	7%	8%
$50,000 - $59,999	11	5%	7%
$60,000 or more	46	22%	27%
No Response	44	21%	na
Total	213	100%	

BEST COPY AVAILABLE

About half of respondents have households between 3 and 4 members large (Table 11). It is unknown the extent to which these are related or unrelated members.

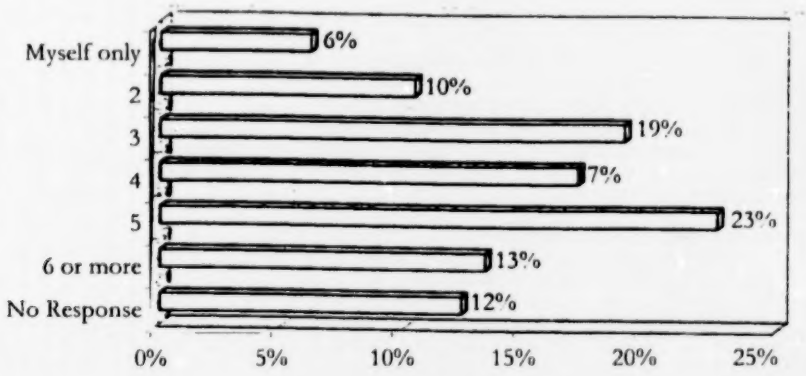


Table 11. Household size of respondents.

How many family members live in your household?	Responses	Percent	Percent excluding no response
Myself only	13	6%	7%
2	22	10%	12%
3	40	19%	21%
4	36	17%	19%
5	48	23%	26%
6 or more	28	13%	15%
No Response	26	12%	na
Total	213	100%	

Objective Survey Responses

The survey included three broad questions about concepts such as diversity and campus climate. Most respondents favored a more inclusive definition of diversity (Table 12) and of cultural diversity, though to a lesser degree (Table 13). Respondents' views of the campus climate seemed favored towards more observable characteristics such as race as opposed to less tangible qualities such as sexual orientation or religion (Table 14).

BEST COPY AVAILABLE

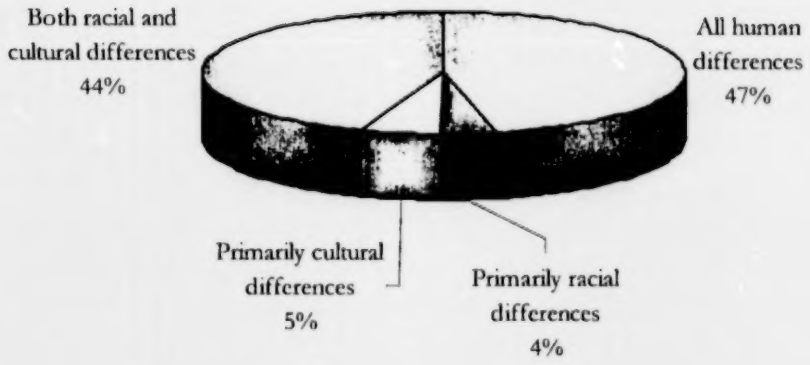

Both racial and cultural differences 44%
All human differences 47%
Primarily cultural differences 5%
Primarily racial differences 4%

Table 12. Responses to the question: "To me, the term "diversity" includes: (Choose One)"

	Responses	Percent
All human differences	94	46%
Primarily racial differences	8	4%
Primarily cultural differences	11	5%
Both racial and cultural differences	90	44%
Total Responses	203	100%

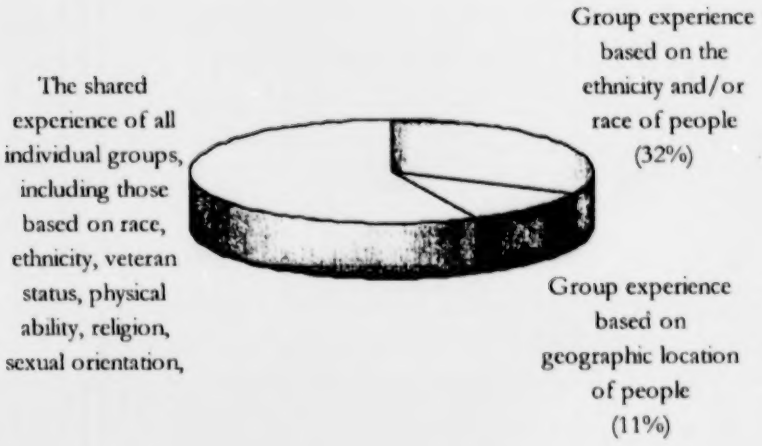

Group experience based on the ethnicity and/or race of people (32%)
The shared experience of all individual groups, including those based on race, ethnicity, veteran status, physical ability, religion, sexual orientation,
Group experience based on geographic location of people (11%)

Table 13. Responses to the question: "To me, the words "cultural diversity" apply primarily to: (Choose One)"

	Responses	Percent
Group experience based on the ethnicity and/or race of people	63	32%
Group experience based on geographic location of people	21	11%
The shared experience of all individual groups, including those based on race, ethnicity, veteran status, physical ability, religion, sexual orientation, etc.	111	57%
Total Responses	195	100%

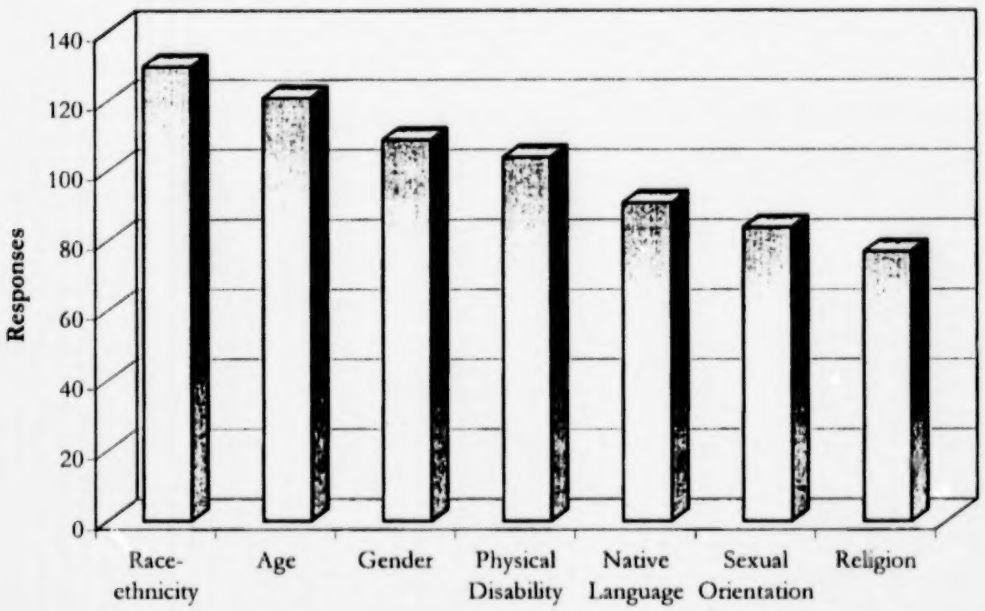


Table 14. Responses to the question: "At the college, the general "campus climate" is one of respect for differences in: (Select All That Apply)"

	Responses	Percent
Race-ethnicity	130	18%
Age	121	17%
Gender	109	15%
Physical Disability	104	15%
Native Language	91	13%
Sexual Orientation	84	12%
Religion	77	11%
Total Responses	716	100%

The survey also included 53 specific statements to which respondents indicated their agreement with the statement and their assessment of the importance of the statement. The range of averages for responses was narrower for the 53 importance statements than for the 53 agreement statements. The pattern of responses indicates that in general, respondents were less willing to state that an item was "not at all important" than to "strongly disagree" with a statement. It also suggests that responses for agreements were skewed towards "somewhat agree" and for importances were skewed towards "somewhat important."

Responses with averages and ranks are shown near the end of the report in Table 16 while responses with actual frequencies of responses are shown in Table 17 also near the end of the report. Examining the 5 highest and lowest agreements and importances (Table 15) indicates that respondents tended to agree most with statements related to equality of treatment of students by college personnel. Three of the statements with which respondents disagreed most were negative statements about the college environment, which means that these low agreements are positive. One of the most disagreed with statements suggested that students would like more assistance with scholarships. Another showed a general lack of involvement in student activities although this last statement was considered least important of all.

The most important statements included responsiveness of counselors, quality instruction, and safety. Paradoxically, respondents indicated it was very important that people with disabilities be given opportunity yet not so important for student government and campus navigability. Also, of concern was the low importance accorded to feeling comfortable with people of various sexual orientations.

Table 15. 5 highest and lowest agreements and importances

Agreement: 1=strongly disagree 2=somewhat disagree 3=somewhat agree 4=strongly agree
Importance: 1=not at all important 2=somewhat unimportant 3=somewhat important 4=very important

	Agreement		Importance			
	Median	Mean	Median	Mean	Statement #	Statement
5 Highest Agreements	4	3.68	4	3.66	43	My instructors treat students of diverse backgrounds with equal respect.
	4	3.65	4	3.7	5	People with disabilities are given ample opportunities to participate in activities.
	4	3.64	4	3.69	48	All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college.
	4	3.58	4	3.36	10	My instructors encourage women to participate in class as much as men.
	4	3.51	4	3.69	44	I have found my college to be a positive and supportive educational environment for the pursuit of an education.
5 Lowest Agreements	3	2.69	4	3.41	25	My instructors need to provide me with more up-to-date information in the subject they teach.
	3	2.51	4	3.54	42	College personnel do not respond to students in a fair and objective manner.
	3	2.47	4	3.53	27	I received adequate assistance in obtaining information on student scholarships.
	2	2.35	3	2.75	36	I am involved in organized student activities at my college.
	2	2.03	3	3.14	11	I have had difficulty getting around campus.
5 Highest Importances	4	3.27	4	3.74	2	My college counselor was responsive to my needs.
	3	3.28	4	3.72	19	The quality of instruction is excellent at my college.
	4	3.44	4	3.71	20	I am gaining the general education background that I expected.
	4	3.65	4	3.7	5	People with disabilities are given ample opportunities to participate in activities.
	3	3.17	4	3.7	14	I feel safe on campus, day and night
5 Lowest Importances	3	3.32	4	3.26	26	People with diverse backgrounds have an active voice in student government.
	3	3.23	3	3.14	13	The Cafeteria staff provided me with good customer service.
	2	2.03	3	3.14	11	I have had difficulty getting around campus.
	4	3.39	3	2.93	34	I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual.
	2	2.35	3	2.75	36	I am involved in organized student activities at my college.

BEST COPY AVAILABLE

The following statements were selected to be contrasted by relevant demographic groups to see if attitudes differed by gender, ethnicity, age, disability, household size, or income:

- **"My instructors encourage women to participate in class as much as men" (Statement 10)**
  - Females and males were equally likely to agree with this statement[1] and feel that is it important[2].

    [1] $G^2(3) = 1.735, p = 0.626$ [2] $G^2(3) = 5.062, p = 0.167$

- **"I feel safe on campus, day and night" (Statement 14)**
  - Females and males were equally likely to agree with this statement[3] but women were significantly more likely to rate this statement as more important[4] especially women over 20 years old[5].

    [3] $G^2(3) = 4.787, p = 0.188$ [4] $G^2(3) = 12.522, p = 0.006$ [5] classification and regression tree

- **"I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual" (Statement 34)**
  - Females were more likely than males to agree with the statement[6]. Males of the lowest and highest incomes were least likely to agree with this statement[7].

    [6] $G^2(3) = 11.654, p = 0.009$ [7] classification and regression tree

- **"All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college" (Statement 48)**
  - Females were significantly more likely to agree more strongly with this statement[8] especially women earning $40,000 or more per year[9]. Women were also significantly more likely to rate this statement as more important[10].

    [8] $G^2(3) = 11.088, p = 0.011$ [9] classification and regression tree [10] $G^2(3) = 16.855, p = 0.001$

In general, it appears women had the most positive view of the campus climate. See also the "Focus on ASB" box for analysis of Associated Student Body related statements by demographics.

Box 1. Focus on ASB

Four of the statements appeared seemed especially relevant to the Associated Student Body as determined by the ASB counselor (statements 26,36, 41, and 49). The statement "I am involved in organized student activities at my college" received the next to lowest rank in agreements and was considered least important of all the statements. The other statements also received importance rankings that were low and only one of the statements had an agreement that was above the median ("People with diverse backgrounds have an active voice in student government"). These findings are unfortunate as satisfied involvement in groups and activities can enhance feelings of belonging and are related to enhanced academic performance according to Student Involvement Theory. To help address these concerns, agreements and importances were related to demographic variables consisting of gender, ethnicity, age, income, and day/evening status.

- **"People with diverse backgrounds have an active voice in student government" (Statement 26)**
  - Men were less likely to feel this statement was important especially men with annual incomes less than $40,000[1]
- **"I am involved in organized student activities at my college" (Statement 36)**
  - Evening students were significantly less likely to agree with this statements than students enrolled in the day or both day and evening[2] or to feel that this statement was important[3]. Older students were less likely to feel that this statement was important[4] as were younger students with the highest incomes[5].
- **"I am satisfied with ethnic/cultural events sponsored by the campus" (Statement 41)**
  - Males were least likely to agree with this statement[6] and males of any income were less likely to feel that was important[7]. Those with the highest income were also less likely to feel that statement 41 was important[8] as were evening students[9]. No difference by ethnicity occurred for this statement.
- **"Most students feel a sense of belonging here" (Statement 49)**
  - No differences by demographics

In general, it appears that evening students, men, and older students could benefit the most from outreach efforts. Presumably, evening and older students are more likely to have employment and family responsibilities that act against a willingness and ability to be more involved in the college. Perhaps more late afternoon or evening student government meetings or weekend family oriented activities would help overcome these barriers. It is unknown why men who responded to the survey would feel less involved and feel less of a need to be involved but it could relate to socialization issues that might be overcome with more targeted recruitment and the presence of positive male role models.

[1] $G^2(3) = 9.782, p = 0.021$, classification and regression tree [2] $G^2(6) = 15.479, p = 0.017$ [3] $G^2(6) = 14.583, p = 0.024$ [4] Spearman's rho = -0.195, $p = 0.045$ [5] classification and regression tree [6] $G^2(3) = 15.326, p = 0.002$ [7] $G^2(3) = 19.159, p < 0.0005$ [8] $G^2(6) = 13.250, p = 0.039$ [9] $G^2(6) = 15.770, p = 0.015$

In addition to item by item examination, a factor analysis examined the entire pattern of responses to help identify overall themes. Each of these themes is called a factor and consists of sets of statements that related to each other. The analysis indicated several significant factors for

BEST COPY AVAILABLE

both the set of agreements and the set of importances. ANOVA and classification and regression trees tested differences in factor scores by ethnicity, gender, age, household size, and income as follows:

- **Agreement Factors**
  - **Inclusiveness and Belonging** (Statements 48, 49, 50, 51, 52, 53)
    - No differences by demographics. The lack of differences by demographics for the Inclusiveness and Belonging factor is positive as it suggests a broad equality of connection to the campus community, although we have seen some differences by gender when examining statements in more detail.
  - **Instructional Quality and Relevance** (Statements 15, 18, 19, 21, 22)
    - Those of the highest incomes and smaller household sizes had higher agreements with instructional quality[1]
  - **College Image** (Statements 38, 40, 44, 47)
    - Women had significantly higher means on College Image than men indicating that female respondents had a more positive view of the campus environment than did men[2]. This was especially true for women over age 30 while men of the highest income group had the lowest college image scores[3].
- **Importance Factors**
  - **Support, Class Offering Adequacy, and Facilities** (Statements 27, 29, 30, 31, 32, 33, 39, 42, 43, 44)
    - Respondents who were over 25 years old with annual incomes below $40,000 and households of 4 or fewer people felt this factor was more important while men from the largest households felt this factor was less important[4]
  - **Instructional Quality** (Statements 14, 15, 19, 20, 21, 22, 23, 24, 51)
    - Women aged 25 years and over with the highest incomes felt this factor was the more important while men of the lowest income felt this factor was less important[5]
  - **Student Service Quality** (Statements 1, 2, 17, 25)
    - No differences by demographics. The same lack of demographic differences for the Student Service Quality factor is also positive and could be interpreted as equality of treatment of all students.

[1] classification and regression tree [2] ANOVA $F(1,182) = 4.111$, $p = 0.044$ [3,4,5] classification and regression trees

Focus Group

The focus group interview consisted of a set of questions responded to by a group of student respondents. Questions and student responses are as follows:

1. How would you define diversity?
    a. Many different points of view or perspectives.
    b. People from all walks of life, age, religion, ethnicity, regions of the world.
2. How would you define climate?
    a. How the school is doing.
    b. How well students and teachers coincide.
    c. The entire experience of the student including landscaping and buildings and how that supports education.
3. What factors contribute to a positive campus climate?
    a. Students get a positive response from staff, faculty, administrator, which makes you feel a part of the school.
    b. When you see staff working hard for the school it makes you want to work hard too.
    c. When the school is adaptive to student needs.
    d. Clubs
    e. Good class offerings
    f. Student oriented support from instructors
    g. Programs that help you feel wanted like EOPS, MESA, and TRIO
    h. Sense of unity
    i. Knowing your surroundings
    j. Sound infrastructure
    k. Being able to have fun
4. What factors contribute to a negative campus climate?
    a. Disagreements or controversies where someone feels like they haven't been treated right
    b. Inconveniences such as having to wait for a parking place
    c. Lack of information, understanding, or communication
    d. Slow decision making process even when going through the proper channels

e. Not just slow decision making but also lack of planning for the future such as more parking and classes for more students
f. Instructor bias
g. Not feeling welcome or wanted
h. The cut of the automotive program
i. The "space chase" is disruptive with programs being moved without people having control or say
j. When there is not a sense of customer service like at Nordstrom's
k. Feeling of helplessness when complaints are not addressed and lack of money is cited as an excuse instead of compensating with creative ideas
l. When students are not respected in controversies

5. What experiences have you heard on your campus regarding the way ethnic minorities, women, disabled students, or gay/lesbian/bisexual students are treated?
    a. After 9/11 some mid east descent students were treated very negatively by other students
    b. Another student heard the same and also negative treatment of Arab staff
    c. Lesbian staff member has been harassed for over a year and no action to protect the teacher has been seen and if teachers don't get protection how would students be protected?
    d. There are many programs for ethnic groups and gay/lesbian/bisexuals that are positive.
    e. Female student says she has not experienced any negative treatment because of being a woman
    f. Sometimes disabled parking is used for some other use but otherwise disabled students seems to be treated well
    g. I haven't been treated bad
    h. My disabled friends feel supported but one dyslexic student was not well received by teachers when asking for accommodation
6. Do you feel that diversity is valued on your campus? Why or why not?
    a. Yes, because it is diverse
    b. Sometimes it is so sought after, we lose sight of action

BEST COPY AVAILABLE

c. As the smallest minority (Asian), I don't feel represented or recognized. There are scholarships and programs for Hispanics and they are the majority
d. Yes, the majority value diversity, many liberal instructors, maybe there is too much emphasis on diversity instead of a focus on accessibility
e. Diversity is sought in the wrong way as it is targeted rather than open access, it is selective diversity

7. Do you think that celebrations (African-American History month, Women's History month, Cinco de Mayo, etc.) related to diversity are important? Why? Why not?
    a. Yes. They are a reflection of history and can help keep from repeating history
    b. Those experiences are part of the learning experience and help one to learn
    c. Real important, part of the U.S. fiber, had a class where religion came up and the instructor was being cautious but it was a communication class, if you have awareness, you won't have fear
    d. Yes but I don't have a sense of belonging to these groups. Diversity quest creates separate groups. Ethnic focused celebrations don't seem welcoming to all
    e. What about Thanksgiving? Some celebrations more national than ethnic?
    f. There are no pilgrims in China but celebrations can be important for learning. For example, Dia de los muertos for a Chinese person is a very different perspective on death
    g. They are important for learning
    h. They are educational
8. Would you recommend Gavilan to a friend or family member?
    a. Unanimous yes
9. Do you have any other comments?
    a. Lighting is a recurring issue, going into crowded classes to get more money for the school but where is it going
    b. More students means more need for signage to help these new students from feeling last
    c. Gav is nice but going through growing pains

Similar to the objective questions, respondents took a broad and inclusive view of the issues of diversity and campus climate. College personnel are cited as contributors to both a positive and negative campus climate, which reinforces the importance of staff interactions with students. Facilities issues such as parking, lighting, and signage appeared important with respect to how the college responded to growth. Some pointed out that while Latinos are a minority in the United States, Latino students have a plurality at Gavilan College. Those of other U.S. minority groups such as Asians and African-Americans may feel left out if efforts of inclusiveness are focused too exclusively on the Latino culture. Also, it appears that the college response to a recent hate crime incident against a homosexual instructor may have resulted in a loss of confidence in campus safety for students. There appeared to be much agreement that women and disabled students receive support and respect. Finally, despite some concerns, all the students indicated they would recommend Gavilan.

Recommendations

Climate Strengths

Almost all students reported a positive self-assessment of their own success. Women and disabled students are perceived as having opportunity and access. Older women in particular cited the most positive views of the college. Also, there appeared to be no differences in perceptions of equal treatment and opportunity by ethnicity. College personnel appeared important determinants of the campus climate.

Climate Weaknesses

It appears that evening students, men, and older students could benefit the most from outreach efforts as they seemed to feel the least attached to the campus community. Improved signage appeared important to implement to aid campus navigation. Scholarship information appeared as another area in need of improvement. Also indicated is a review of the campus response to hate crimes to increase student confidence in their safety. Policy revisions have begun and should continue to be evaluated.

Survey Improvement

Future surveys would benefit from having translations readily available in several locally common languages such as Spanish and Chinese. A larger sampling effort is also needed to capture sufficient numbers of the least represented demographic groups. The focus group interview could be improved by interviewing a more diverse group or by conducting several interviews to gather a broader cross section of viewpoints. In addition, at least one of the focus groups should be conducted in Spanish.

Acknowledgements

I would like to thank the California Community Colleges Chancellor's Office who funded the Campus Diversity Climate Survey, Dr. Victoria Hindes of Shasta College, who was the primary investigator for the project, and her staff; Paul Thein and Michelle Jaureguito of Feather River College and their staff; Larry Moeller of Gavilan College who arranged participation in the study; Bea Lawn of Gavilan College for translating the survey into Spanish; Jennifer Cross and Simon Cooke for reviewing drafts, and most of all the students, faculty, and staff of Gavilan College who participated in the survey.

Table 16. Averages and ranks of responses for each statement

Agreement: 1=strongly disagree 2=somewhat disagree 3=somewhat agree 4=strongly agree
Importance: 1=not at all important 2=somewhat unimportant 3=somewhat important 4=very important

		Agreement			Importance		
State-ment #	Statement	Median	Mean	Rank	Median	Mean	Rank
1	I received adequate assistance during the registration process.	3	3.24	28	4	3.61	17
2	My college counselor was responsive to my needs.	4	3.27	25	4	3.74	1
3	I feel comfortable in approaching a college administrator if I have a concern.	3	3.17	36	4	3.47	33
4	It is easy to see my instructors during their office hours.	3	3.23	29	4	3.54	24
5	People with disabilities are given ample opportunities to participate in activities.	4	3.65	2	4	3.70	4
6	Students at the college show respect for one another.	3	3.22	31	4	3.58	19
7	I received adequate assistance from faculty and staff about career and transfer options.	3	2.96	47	4	3.66	11
8	My instructors have been responsive to my individual needs.	3	3.26	26	4	3.58	20
9	I have received good customer service at the college bookstore.	3	2.80	48	4	3.43	38
10	My instructors encourage women to participate in class as much as men.	4	3.58	4	4	3.36	44
11	I have had difficulty getting around campus.	2	2.03	53	3	3.14	50
12	Health Services staff provided me with good customer service.	3	3.00	46	4	3.34	45
13	The Cafeteria staff provided me with good customer service.	3	3.23	30	3	3.14	51
14	I feel safe on campus, day and night	3	3.17	35	4	3.70	5
15	My instructors use teaching methods that I respond to positively.	4	3.41	11	4	3.69	6
16	This college has a reputation of quality in my community.	3	3.07	41	4	3.49	32
17	Student academic support services have helped me succeed.	3	3.07	40	4	3.51	30
18	I am learning the occupational skills that I expected to learn.	3	3.25	27	4	3.59	18
19	The quality of instruction is excellent at my college.	3	3.28	23	4	3.72	2
20	I am gaining the general education background that I expected.	4	3.44	7	4	3.71	3
21	The courses that I take teach skills that will benefit me throughout my lifetime.	4	3.42	9	4	3.63	15
22	Instructors give practical examples of how theories apply to real life.	3	3.28	24	4	3.51	31
23	I received the assistance I needed in academic advising and educational planning.	3	3.08	39	4	3.54	25

BEST COPY AVAILABLE

Table 16. Averages and ranks of responses for each statement

Agreement: 1=strongly disagree 2=somewhat disagree 3=somewhat agree 4=strongly agree
Importance: 1=not at all important 2=somewhat unimportant 3=somewhat important 4=very important

State-ment #	Statement	Agreement			Importance		
		Median	Mean	Rank	Median	Mean	Rank
24	There is at least one faculty member I know well enough to talk to if I am having difficulty with success in college.	4	3.05	42	4	3.52	29
25	My instructors need to provide me with more up-to-date information in the subject they teach.	3	2.69	49	4	3.41	41
26	People with diverse backgrounds have an active voice in student government.	3	3.32	22	4	3.26	49
27	I received adequate assistance in obtaining information on student scholarships.	3	2.47	51	4	3.53	28
28	If I were starting over, I would attend this college.	3	3.18	34	4	3.44	36
29	Classrooms have comfortable temperatures and lighting for learning.	3	3.01	45	4	3.64	14
30	Classrooms and other buildings have adequate accommodations for people with disabilities.	4	3.39	12	4	3.69	7
31	Courses I need are offered at the times that are convenient to my schedule.	3	3.01	44	4	3.65	13
32	From my experience, this college offers a variety of courses to meet my needs and interests.	3	3.11	37	4	3.67	10
33	The availability of student computing facilities meets my needs.	4	3.36	18	4	3.62	16
34	I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual.	4	3.39	14	3	2.93	52
35	Educational activities at this college reflect an appreciation for different groups of people, including ethnic and disabled people.	4	3.37	16	4	3.45	35
36	I am involved in organized student activities at my college.	2	2.35	52	3	2.75	53
37	The assessment process was a comfortable experience for me.	3	3.09	38	4	3.39	43
38	The way the college is presented in the media is a clear and accurate reflection of the college.	3	3.05	43	4	3.34	46
39	I was able to easily access my college's catalog, schedule of classes and website.	4	3.47	6	4	3.58	21
40	The college promotes an understanding of and concern for issues of equality and diversity.	3.5	3.38	15	4	3.42	39
41	I am satisfied with ethnic/cultural events sponsored by the campus.	3	3.22	32	4	3.34	47
42	College personnel do not respond to students in a fair and objective manner.	3	2.51	50	4	3.54	26
43	My instructors treat students of diverse backgrounds with equal respect.	4	3.68	1	4	3.66	12

BEST COPY AVAILABLE

Table 16. Averages and ranks of responses for each statement

Agreement: 1=strongly disagree 2=somewhat disagree 3=somewhat agree 4=strongly agree
Importance: 1=not at all important 2=somewhat unimportant 3=somewhat important 4=very important

State-ment #	Statement	Agreement			Importance		
		Median	Mean	Rank	Median	Mean	Rank
44	I have found my college to be a positive and supportive educational environment for the pursuit of an education.	4	3.51	5	4	3.69	8
45	The buildings and grounds at this college are well maintained.	4	3.33	20	4	3.58	22
46	Faculty and staff are sensitive to the needs of students of diverse backgrounds.	4	3.42	10	4	3.54	27
47	I have been made to feel comfortable here by other students.	4	3.39	13	4	3.44	37
48	All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college.	4	3.64	3	4	3.69	9
49	Most students feel a sense of belonging here.	3	3.20	33	4	3.46	34
50	I would encourage others to attend this college.	4	3.36	19	4	3.42	40
51	The Financial Aid staff provides good customer service.	4	3.33	21	4	3.58	23
52	I value making friends with students of other cultural and ethnic backgrounds.	4	3.44	8	4	3.31	48
53	My instructors incorporate into their classes materials that acknowledge the contributions of women and people from diverse backgrounds.	4	3.37	17	4	3.40	42

BEST COPY AVAILABLE

Table 17. Percentage of responses for each statement													
Agreement								Importance					
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	# Responses	# No Opinion	Statement #	Statement	Not at all Important	Somewhat Unimportant	Somewhat Important	Very Important	# Responses	# No Opinion
5%	12%	38%	45%	182	17	1	I received adequate assistance during the registration process.	4%	3%	22%	71%	180	8
8%	12%	26%	55%	164	34	2	My college counselor was responsive to my needs.	2%	6%	9%	83%	162	23
6%	13%	39%	42%	170	25	3	I feel comfortable in approaching a college administrator if I have a concern.	4%	5%	32%	59%	159	24
5%	14%	33%	48%	155	41	4	It is easy to see my instructors during their office hours.	3%	5%	26%	66%	160	22
2%	2%	25%	71%	101	93	5	People with disabilities are given ample opportunities to participate in activities.	2%	5%	16%	78%	130	49
4%	13%	40%	43%	168	30	6	Students at the college show respect for one another.	4%	6%	20%	71%	160	22
9%	21%	35%	35%	151	46	7	I received adequate assistance from faculty and staff about career and transfer options.	3%	3%	20%	75%	157	23
7%	7%	40%	47%	174	21	8	My instructors have been responsive to my individual needs.	4%	5%	21%	70%	164	14
18%	20%	27%	35%	179	20	9	I have received good customer service at the college bookstore.	4%	5%	36%	56%	160	16
5%	5%	19%	72%	150	47	10	My instructors encourage women to participate in class as much as men.	8%	9%	23%	61%	140	39

BEST COPY AVAILABLE

Table 17. Percentage of responses for each statement													
Agreement								Importance					
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	# Responses	# No Opinion	State-ment #	Statement	Not at all important	Somewhat Unimportant	Somewhat Important	Very Important	# Responses	# No Opinion
44%	24%	16%	16%	172	27	11	I have had difficulty getting around campus.	11%	11%	32%	46%	152	30
14%	7%	44%	35%	72	124	12	Health Services staff provided me with good customer service.	7%	6%	33%	54%	98	79
7%	10%	37%	46%	138	60	13	The Cafeteria staff provided me with good customer service.	9%	10%	39%	42%	132	45
8%	12%	34%	46%	173	26	14	I feel safe on campus, day and night	2%	4%	16%	78%	161	18
4%	9%	29%	58%	188	10	15	My instructors use teaching methods that I respond to positively.	3%	3%	16%	78%	164	13
12%	11%	34%	42%	149	48	16	This college has a reputation of quality in my community.	3%	5%	33%	60%	146	31
12%	11%	37%	41%	112	81	17	Student academic support services have helped me succeed.	5%	4%	26%	65%	122	52
4%	11%	41%	44%	152	47	18	I am learning the occupational skills that I expected to learn.	3%	6%	20%	71%	142	34
3%	11%	41%	45%	174	19	19	The quality of instruction is excellent at my college.	1%	3%	19%	77%	165	12
2%	9%	33%	56%	171	25	20	I am gaining the general education background that I expected.	2%	2%	19%	77%	155	19
2%	8%	35%	55%	181	17	21	The courses that I take teach skills that will benefit me throughout my lifetime.	3%	3%	23%	71%	158	17

BEST COPY AVAILABLE

Table 17. Percentage of responses for each statement												
Agreement								Importance				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	# Responses	# No Opinion	State-ment #	Statement	Not at all important	Somewhat Unimportant	Somewhat Important	Very Important	# Responses	# No Opinion
4%	8%	43%	45%	170	23	22	Instructors give practical examples of how theories apply to real life.	3%	5%	30%	62%	155	21
7%	16%	38%	38%	154	41	23	I received the assistance I needed in academic advising and educational planning.	2%	6%	28%	64%	147	27
18%	10%	21%	51%	164	35	24	There is at least one faculty member I know well enough to talk to if I am having difficulty with success in college.	7%	2%	24%	68%	151	25
19%	22%	29%	29%	160	39	25	My instructors need to provide me with more up-to-date information in the subject they teach.	5%	7%	29%	59%	146	28
4%	7%	42%	47%	102	95	26	People with diverse backgrounds have an active voice in student government.	10%	9%	26%	55%	122	56
28%	21%	27%	24%	132	58	27	I received adequate assistance in obtaining information on student scholarships.	2%	6%	28%	64%	129	35
9%	11%	34%	47%	172	21	28	If I were starting over, I would attend this college.	4%	7%	30%	59%	136	36
11%	15%	37%	37%	177	14	29	Classrooms have comfortable temperatures and lighting for learning.	2%	2%	26%	70%	154	17

36 BEST COPY AVAILABLE

Table 17. Percentage of responses for each statement												
Agreement								Importance				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	# Responses	# No Opinion	State-ment #	Statement	Not at all important	Somewhat Unimportant	Somewhat Important	Very Important	# Responses	# No Opinion
2%	12%	31%	55%	137	55	30	Classrooms and other buildings have adequate accommodations for people with disabilities.	2%	3%	19%	76%	134	36
11%	17%	33%	39%	178	17	31	Courses I need are offered at the times that are convenient to my schedule.	2%	7%	16%	75%	159	16
8%	12%	40%	40%	178	19	32	From my experience, this college offers a variety of courses to meet my needs and interests.	3%	2%	22%	74%	156	18
4%	9%	35%	52%	142	51	33	The availability of student computing facilities meets my needs.	3%	5%	20%	73%	133	43
10%	5%	23%	63%	133	58	34	I would feel comfortable in class with someone whom I knew was gay, lesbian, or bisexual.	26%	5%	20%	50%	133	40
5%	5%	37%	53%	129	66	35	Educational activities at this college reflect an appreciation for different groups of people, including ethnic and disabled people.	7%	5%	25%	63%	131	41
43%	8%	19%	29%	109	85	36	I am involved in organized student activities at my college.	26%	11%	23%	39%	114	62
9%	11%	42%	38%	145	49	37	The assessment process was a comfortable experience for me.	4%	7%	35%	54%	134	38

BEST COPY AVAILABLE

Table 17. Percentage of responses for each statement													
Agreement								Importance					
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	# Responses	# No Opinion	State-ment #	Statement	Not at all important	Somewhat Unimportant	Somewhat Important	Very Important	# Responses	# No Opinion
10%	12%	42%	37%	134	54	38	The way the college is presented in the media is a clear and accurate reflection of the college.	6%	7%	34%	53%	131	43
4%	5%	31%	60%	169	25	39	I was able to easily access my college's catalog, schedule of classes and website.	3%	4%	24%	69%	147	26
2%	8%	40%	50%	138	56	40	The college promotes an understanding of and concern for issues of equality and diversity.	6%	5%	29%	60%	131	42
9%	7%	38%	46%	114	76	41	I am satisfied with ethnic/cultural events sponsored by the campus.	7%	8%	30%	55%	116	57
26%	20%	31%	23%	130	61	42	College personnel do not respond to students in a fair and objective manner.	3%	7%	22%	67%	123	45
2%	4%	18%	76%	158	35	43	My instructors treat students of diverse backgrounds with equal respect.	2%	5%	17%	76%	139	31
2%	4%	34%	60%	166	24	44	I have found my college to be a positive and supportive educational environment for the pursuit of an education.	3%	2%	20%	76%	153	22
4%	9%	36%	51%	174	18	45	The buildings and grounds at this college are well maintained.	3%	5%	23%	69%	155	18

BEST COPY AVAILABLE

Table 17. Percentage of responses for each statement												
Agreement								Importance				
Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	# Responses	# No Opinion	State-ment #	Statement	Not at all important	Somewhat Unimportant	Somewhat Important	Very Important	# Responses	# No Opinion
4%	7%	33%	56%	133	58	46	Faculty and staff are sensitive to the needs of students of diverse backgrounds.	5%	3%	25%	67%	127	43
4%	7%	34%	55%	157	33	47	I have been made to feel comfortable here by other students.	6%	6%	24%	63%	143	26
3%	4%	18%	74%	152	36	48	All students, regardless of ethnicity, gender, age, disability or sexual orientation have an equal chance of reaching their goals at my college.	5%	3%	11%	81%	131	27
4%	8%	52%	36%	142	52	49	Most students feel a sense of belonging here.	7%	3%	28%	62%	123	45
5%	5%	39%	51%	160	27	50	I would encourage others to attend this college.	4%	7%	34%	55%	137	32
6%	12%	24%	58%	114	74	51	The Financial Aid staff provides good customer service.	4%	6%	18%	72%	118	49
5%	7%	27%	61%	153	33	52	I value making friends with students of other cultural and ethnic backgrounds.	8%	7%	31%	54%	137	33
6%	4%	39%	52%	127	65	53	My instructors incorporate into their classes materials that acknowledge the contributions of women and people from diverse backgrounds.	7%	8%	23%	62%	119	50

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources information Center (ERIC)

NOTICE

Reproduction Basis

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, *or* carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").